

A STUDY OF SOCIAL AND EMOTIONAL LEARNING AMONG JUNIOR COLLEGE STUDENTS

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Abstract:

Social and emotional learning is beneficial to both children and adults, increasing self-awareness, academic achievement and positive behaviours both in and out of the classroom. . This was a quantitative study conducted on 160 students. The objective of the study is to study and analyse the study of social emotional learning on junior college students. Social and emotional learning programs improved students' social-emotional skills, attitudes about self and others, connection to school, positive social behaviour, and academic performance; they also reduced students' conduct problems and emotional distress.

The t-test was used for testing the null hypothesis. The respondents were selected by simple random sampling technique based on the author's connection. The questionnaire was prepared by Dr. Tara Sabapathy (emotional maturity scale), the dimensions which includes self-awareness, self-management, social awareness, relationship skills, responsible decision making, acceptance of reality, the scale had Four- point response alternatives, viz, Always, Sometimes, Rarely and Never. Dr. Pradeep kumar, Faheem Nabi, Neha Thakur (social relationships scale), the dimensions which includes parents, siblings/cousins, friends, relatives, peers/classmates, teachers and strangers, the scale had Likert type Five- point alternative responses. The research design of this study is both descriptive and inferential analysis.

The findings show that between gender (male and female), between type of family(nuclear family and joint family), between stream(arts and science) ,and between class(11th and 12th)with the collected data study of emotional and social learning among junior college students doesn't have any significant differences

Key words: *Gender, Type of family, Class, Stream, Social learning, Emotional learning.*

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Introduction:

Today's students have taken to social networking like fish to water; yet, from our perspectives, there is little social interaction taking place in many of today's classrooms from kindergarten through college. The model of discourse in most classrooms is a one-way communication from the teacher to the students. For example, the first thing one kindergartener said to his mother after his first day of school was: "All teachers do is talk, talk, talk." He said the same thing after his first day of high school and his first day of college. His observations are not uncommon. As early as 1984, Goodlad wrote "the data from our observations in more than 1,000 classrooms support the popular image of a teacher standing in front of a class imparting knowledge to a group of students" (p. 105). Smith wrote in 1998 that teachers talk 90% of the time in classrooms. Frey, Fisher, and Allen (2009)

observed that “students are expected to sit hour after hour, taking notes, and answering the occasional question with little interaction with peers” (p. 70) Social learning enables a person to understand other people’s behaviours and so a learner can improve his or her learning strategies by modifying his or her negative behaviours. The other aspect in which the social interaction can help one to improve his or her learning strategies is that it enables one to become a good listener as well as learning how to accept responsibility with regards to actions that one takes. Social learning has been considered as an ideal teaching strategy because it encompasses all levels of learning i.e. from kindergartens up to the time when one completes his or her secondary education.

Social learning is defined as learning through the observation of other people's behaviors. It is a process of social change in which people learn from each other in ways that can benefit wider social-ecological systems.

Social-emotional learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. People with strong social-emotional skills are better able to cope with everyday challenges and benefit academically, professionally, and socially.

Today's schools are increasingly multicultural and multilingual with students from diverse social and economic backgrounds. Educators and community agencies serve students with different motivation for engaging in learning, behaving positively, and performing academically. Social and emotional learning (SEL) provides a foundation for safe and positive learning, and enhances students' ability to succeed in school, careers, and life.

Rationale of the study:

The purpose is to help our students make connections between learning in the classroom and the world that they inhabit. These experiences can be very powerful learning opportunities, especially for students whose lives and schools feel more like a safe bubble, detached from the challenging lives of those around them.

For many students, school is a major source of meaningful relationships and one of the first places they make social connections outside of their immediate family. Building these skills from a young age is incredibly important for academic and lifelong success.

Emotional learning has a role to play within the context of pushes for inclusive learning and accessible education. As schools embrace people from different backgrounds, who face diverse challenges, students need to understand this and develop empathy and compassion.

High-stakes tests. Substance abuse. Suicide. Academic standards. Delinquency. Media and technology. Teacher retention. Interpersonal violence. Dropouts. Changes in families. The list of issues facing today's educators and students is daunting. But genuinely effective schools- those that prepare students not only to pass tests at school but also to pass the tests of life-are finding that social-emotional competence and academic achievement are interwoven and that integrated, coordinated instruction in both areas maximizes students' potential to succeed in school and throughout their lives.

Objectives of the study:

- To study social and emotional learning among male and female, nuclear and joint family, arts and science, 11th and 12th junior college students.
- To compare social and emotional learning among male and female, nuclear and joint family, arts and science,

11th and 12th junior college students.

- To analyse social and emotional learning among male and female, nuclear and joint family, arts and science, 11th and 12th junior college students.

Hypotheses of the study:

1. There is no significant difference in the study of social learning among male and female junior college students of a college in Mumbai.
2. There is no significant difference in the study of social learning among arts and science junior college students of a college in Mumbai.
3. There is no significant difference in the study of social learning among nuclear family and joint family of junior college students of a college in Mumbai.
4. There is no significant difference in the study of social learning among 11th and 12th students.
5. There is no significant difference in the study of emotional learning among male and female junior college students of a college in Mumbai.
6. There is no significant difference in the study of emotional learning among arts and science junior college students of a college in Mumbai.
7. There is no significant difference in the study of emotional learning among nuclear family and joint family of junior college students of a college in Mumbai.
8. There is no significant difference in the study of emotional learning among 11th and 12th students.

Scope of the study:

The study mainly focuses on the study of Social and Emotional learning among Junior College students of a junior College in Mumbai. The study is restricted only to junior college students.

Delimitations of the study:

The study is restricted to students of a Mumbai College only. Only junior college students are included in the study. The study does not include students from other professional or technical colleges or any degree colleges.

Research Methodology:

This study is carried to understand the study of social and emotional learning on junior college students. Therefore, the research design of this study is both descriptive and inferential analysis.

Data collection:

The survey of the study was conducted in the junior college of of Mumbai where the respondents were approached by what's app. A total of 350 junior college students were approached and out of which 160 had responded successfully. The respondents were selected by simple random sampling technique based on the author's connection. The questionnaire was prepared by Dr. Tara Sabapathy (emotional maturity scale), the dimensions which includes self-awareness, self-management, social awareness, relationship skills, responsible decision making, acceptance of reality, the scale had Four point response alternatives, viz, Always, Sometimes, Rarely and Never. Dr. Pradeep kumar, Faheem Nabi, Neha Thakur (social relationships scale), the dimensions

which includes parents, siblings/cousins, friends, relatives, peers/classmates, teachers and strangers, the scale had Likert type Five point alternative responses.

Research Design:

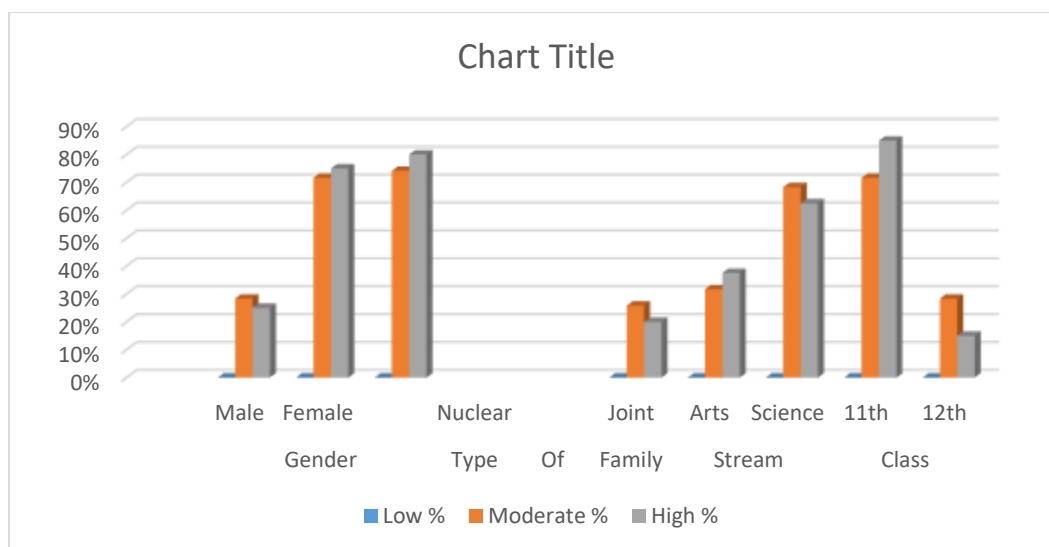
The method adopted for a study depends upon the nature and purpose of the study. The present research surveys the study of social and emotional learning among junior college students of a college in Mumbai. The sample comprised of only junior college students. The sample comprised of 160 junior college students. For the present study, the researcher has used the Descriptive method of the quantitative type.

Table 1 :- Emotional Tool

Percentage of Gender, Type of family, Stream, Class study of social and emotional learning among junior college students.

Category		Low %	Moderate %	High %
Gender	Male	0%	28.33%	25%
	Female	0%	71.66%	75%
Type of Family	Nuclear	0%	74.16%	80%
	Joint	0%	25.83%	20%
Stream	Arts	0%	31.66%	37.5%
	Science	0%	68.33%	62.5%
Class	11th	0%	71.66%	85%
	12th	0%	28.33%	15%
Overall		0%	75%	25%

Figure 1 : Emotional tool



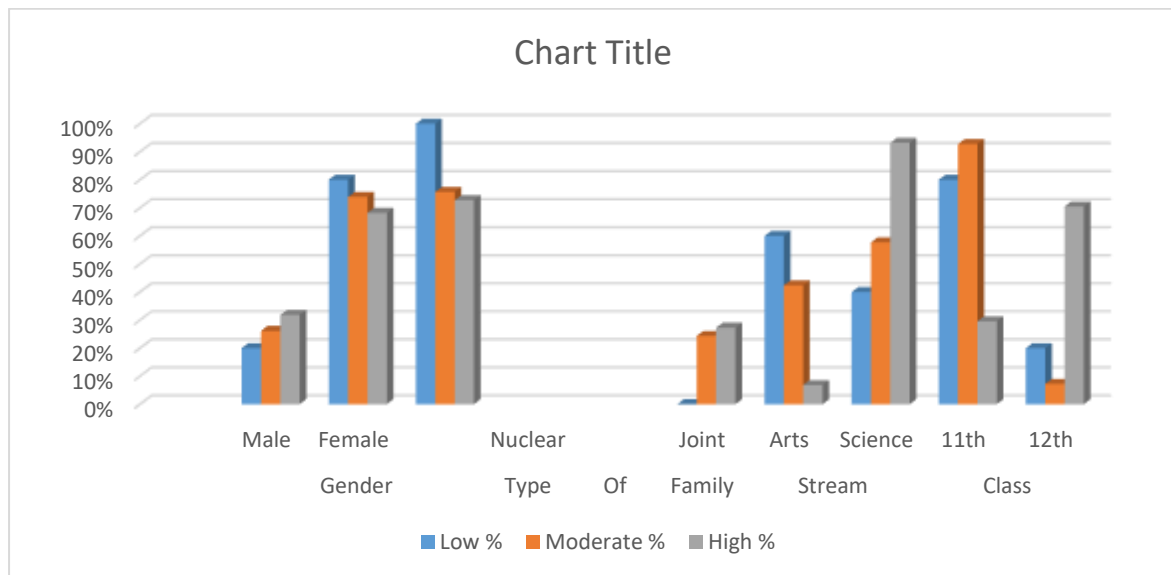
- 1) None of the students is having study of emotional learning on the basis of gender, type of family, stream and class.
- 2) 28.33% of male and 71.6% of female have moderate study of emotional learning.
74.16% of students who have nuclear family and 25.83% of students having joint family have moderate study of emotional learning
31.66% of students those who have taken arts and 68.33% of students those who have taken science as their stream have moderate study of emotional learning.
71.66% of students studying in 11th and 28.33% of students studying in 12th have moderate study of emotional learning.
- 3) 25% of male and 75% of female have moderate study of emotional learning.
80% of students who have nuclear family and 20% of students having joint family have moderate study of emotional learning
37.5% of students those who have taken arts and 62.5% of students those who have taken science as their stream have moderate study of emotional learning.
85% of students studying in 11th and 15% of students studying in 12th have moderate study of emotional learning.

Table2:-Social learning tool

Percentage of Gender, Type of family, Stream, Class Study of social and emotional learning among junior college students

Category		<u>Low %</u>	<u>Moderate %</u>	<u>High %</u>
Gender	<u>Male</u>	<u>20%</u>	<u>26.13%</u>	<u>31.81%</u>
	<u>Female</u>	<u>80%</u>	<u>73.87%</u>	<u>68.18%</u>
<u>Type Of Family</u>	<u>Nuclear</u>	<u>100%</u>	<u>75.68%</u>	<u>72.72%</u>
	<u>Joint</u>	<u>0%</u>	<u>24.32%</u>	<u>27.27%</u>
Stream	Arts	<u>60%</u>	<u>42.34%</u>	<u>6.81%</u>
	Science	<u>40%</u>	<u>57.66%</u>	<u>93.18%</u>
Class	11th	<u>80%</u>	<u>92.79%</u>	<u>29.55%</u>
	12th	<u>20%</u>	<u>7.20%</u>	<u>70.45%</u>
Overall		<u>3.125%</u>	<u>69.38%</u>	<u>27.5%</u>

Figure 2: Social tool



- 1) 20% of male and 80% of female have low study of social learning
100% of students who have nuclear family and 0% of students having joint family have low study of social learning.
60% of students those who have taken arts and 40% of students whose who have taken science as their stream have low study of social learning.
80% of students studying in 11th and 20% of student studying in 12th have low study of social learning.
- 2) 26.13% of male and 73.87% of female have moderate study of social learning.
75.68% of students who have nuclear family and 24.32% of students having joint family have moderate study of social learning
42.34% of students those who have taken arts and 57.66% of students those who have taken science as their stream have moderate study of social learning.
92.79% of students studying in 11th and 7.20% of students studying in 12th have moderate study of social learning.
- 3) 31.81% of male and 68.18% of female have moderate study of social learning.
72.72% of students who have nuclear family and 27.27% of students having joint family have moderate study of social learning
6.81% of students those who have taken arts and 93.18% of students those who have taken science as their stream have moderate study of social learning.
29.55% of students studying in 11th and 70.45% of students studying in 12th have moderate study of social learning.

Testing the Hypothesis:

In the present study, each hypothesis was tested by using the t-test

Table 3:-Percentage of gender, type of family, stream, class emotional learning among junior college students

Groups	N	df	Mean	SD	SEd	t(cal)	t(tab)	L of sign.
Male	44	158	126.86	11.47	1.92	0.32	1.98	NS
Female	116		126.18	12.85				
Nuclear	121	158	126.07	12.59	1.95	0.54	1.98	NS
Joint	39		127.28	12.12				
Arts	53	158	127.43	11.84	1.95	0.78	1.98	NS
Science	107		125.84	12.77				
11 th	120	158	126.46	13.06	1.87	0.17	1.98	NS
12 th	40		126.1	10.56				

- From the preceding table for hypothesis 1, it is evident that the calculated t value is 0.32 which is significant at 0.05 level with df=158. It reflects that the mean scores of the study of emotional learning among male and female junior college students of a college in Mumbai do not differ significantly. The null hypothesis states that there is no significant difference in the study of emotional learning among male and female junior college student of college in Mumbai is accepted.
- From the preceding table for hypothesis 2, it is evident that the calculated t value is 0.54 which is significant at 0.05 level with df=158. It reflects that the mean scores of the study of emotional learning among nuclear and joint family junior college students of a college in Mumbai do not differ significantly. The null hypothesis states that there is no significant difference in the study of emotional learning among nuclear family and joint family junior college students of a college in Mumbai is accepted.
- From the preceding table for hypothesis 3, it is evident that the calculated t value is 0.78 which is significant at 0.05 level with df=158. It reflects that the mean scores of the study of emotional learning among arts and science junior college students of a college in Mumbai do not differ significantly. The null hypothesis states that there is no significant difference in the study of emotional learning among arts and science junior college students of a college in Mumbai is accepted.
- From the preceding table for hypothesis 4, it is evident that the calculated t value is 0.17 which is significant at 0.05 level with df=158. It reflects that the mean scores of the study of emotional learning among 11th and 12th junior college students of a college in Mumbai do not differ significantly. The null hypothesis states that there is no significant difference in the study of emotional learning among 11th and 12th junior college students of a college in Mumbai is accepted.



Table 4: Percentage of gender, type of family, stream, class social learning among junior college students

Groups	N	df	Mean	SD	SEd	t(cal)	t(tab)	L of sign
Male	44	158	117.25	16.80	2.68	0.59	1.98	NS
Female	116		115.48	17.11				
Nuclear	121	158	115.53	15.91	2.84	0.51	1.98	NS
Joint	39		117.33	20.13				
Arts	53	158	115.30	18.18	2.73	0.34	1.98	NS
Science	107		116.30	16.44				
11th	120	158	115.39	17.51	2.60	-0.79	1.98	NS
12th	40		117.70	15.38				

- From the preceding table for hypothesis 1, it is evident that the calculated t value is 0.59 which is significant at 0.05 level with df=158. It reflects that the mean scores of the study of social learning among male and female junior college students of a college in Mumbai do not differ significantly. The null hypothesis states that there is no significant difference in the study of social learning among male and female junior college student of college in Mumbai is accepted.
- From the preceding table for hypothesis 2, it is evident that the calculated t value is 0.51 which is significant at 0.05 level with df=158. It reflects that the mean scores of the study of social learning among nuclear and joint family junior college students of a college in Mumbai do not differ significantly. The null hypothesis states that there is no significant difference in the study of social learning among nuclear family and joint family junior college students of a college in Mumbai is accepted.
- From the preceding table for hypothesis 3, it is evident that the calculated t value is 0.34 which is significant at 0.05 level with df=158. It reflects that the mean scores of the study of social learning among arts and science junior college students of a college in Mumbai do not differ significantly. The null hypothesis states that there is no significant difference in the study of social learning among arts and science junior college students of a college in Mumbai is accepted.
- From the preceding table for hypothesis 4, it is evident that the calculated t value is 0.79 which is significant at 0.05 level with df=158. It reflects that the mean scores of the study of social learning among 11th and 12th junior college students of a college in Mumbai do not differ significantly. The null hypothesis states that there is no significant difference in the study of social learning among 11th and 12th junior college students of a college in Mumbai is accepted.

Major Findings:

1. There is no significant difference in the study of social learning among male and female junior college students of a College in Mumbai is accepted.
2. There is no significant difference in the study of social learning among arts and science junior college students of a College in Mumbai is accepted.

3. There is no significant difference in the study of social learning among nuclear family and joint family of junior college students of a College in Mumbai is accepted.
4. There is no significant difference in the study of social learning among 11th and 12th students is accepted.
5. There is no significant difference in the study of emotional learning among male and female junior college students of a College in Mumbai is accepted.
6. There is no significant difference in the study of emotional learning among arts and science junior college students of a College in Mumbai is accepted.
7. There is no significant difference in the study of emotional learning among nuclear family and joint family of junior college students of a College in Mumbai is accepted.
8. There is no significant difference in the study of emotional learning among 11th and 12th students is accepted.

Conclusion:

- From the findings it may be concluded that study of emotional learning between male and female, calculated t value is less than tabulated t value with the collected data hence there is no significant difference among junior college students.
- From the findings it may be concluded that study of emotional learning between nuclear family and joint family, calculated t value is less than tabulated t value with the collected data hence there is no significant difference among junior college students.
- From the findings it may be concluded that study of emotional learning between arts and science students, calculated t value is less than tabulated t value with the collected data hence there is no significant difference among junior college students.
- From the findings it may be concluded that study of emotional learning between 11th and 12th students, calculated t value is less than tabulated t value with the collected data hence there is no significant difference among junior college students
- From the findings it may be concluded that study of social learning between male and female, calculated t value is less than tabulated t value with the collected data hence there is no significant difference among junior college students.
- From the findings it may be concluded that study of social learning between nuclear family and joint family, calculated t value is less than tabulated t value with the collected data hence there is no significant difference among junior college students.
- From the findings it may be concluded that study of social learning between arts and science students, calculated t value is less than tabulated t value with the collected data hence there is no significant difference among junior college students
- From the findings it may be concluded that study of social learning between 11th and 12th students, calculated t value is less than tabulated t value with the collected data hence there is no significant difference among junior college students.

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